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AUTHOR Sharer, Betty; And Others
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ABSTRACT

The career planning program for the secondary grades outlines basic concepts, general and specific objectives, and methods of implementing and evaluating career programs. A six-item pretest, three-item posttest, four-item teacher evaluation form, and an occupational clusters wheel complete the document. (MW)

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CAREER PLANNING PROGRAM
Secondary Level

OMAHA PUBLIC SCHOOLS
DEPARTMENT OF VOCATIONAL EDUCATION
OMAHA, NEBRASKA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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IN-SERVICE WORKSHOP
CAREER EDUCATION

The Exemplary Program - U. S. Commissioner of Education
Vocational Amendment of 1968
Part D

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Prepared by:

Betty Sharer, Counselor
Gary Hargis, Counselor
Keith Allerton, Teacher
North High School

Approved by:

Owen A. Knutzen
Superintendent of Schools

Edwin H. Parrish
Assistant Superintendent
for Vocational Education

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CAREER PLANNING PROGRAM

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I. CONCEPTS

A. A PROGRAM INITIALLY DESIGNED FOR SENIOR STUDENTS BUT EVENTUALLY TO INCLUDE SOPHOMORES AND JUNIORS.

B. BASED ON THE FIFTEEN OCCUPATIONAL CLUSTERS DEVELOPED BY THE OFFICE OF EDUCATION.

C. A PROGRAM DESIGNED FOR THE ENTIRE SCHOOL YEAR.

D. CREATED WITH THE UNDERSTANDING THAT THE PROGRAM SERVE ONLY AS A MOTIVATIONAL SUPPLEMENT TO CLASSROOM ACTIVITIES WHICH ARE PRIMARY IN ANY CAREER EDUCATION PROGRAM.

II. PURPOSES - OBJECTIVES

A. TO MOTIVATE STUDENTS TO SEEK OUT CAREER INFORMATION IN THEIR AREA OF INTEREST.

B. TO INFORM STUDENTS ABOUT CAREER OPPORTUNITIES IN AREAS PREVIOUSLY UNKNOWN TO THEM.

C. TO PROVIDE ADEQUATE OCCUPATIONAL AND EDUCATIONAL INFORMATION IN A CAREER CENTER TO SERVE AS A CORE FOR THE PROGRAM.

D. TO CREATE AN ATMOSPHERE WITHIN THE BUILDING THAT ENCOURAGES STUDENTS AND TEACHERS TO THINK OF EDUCATION AS PREPARATION FOR THE WORLD OF WORK.

III. IMPLEMENTATION

A. GENERAL

1. CREATE A CAREER PLANNING COMMITTEE COMPOSED OF AT LEAST FOUR VOLUNTEER COUNSELORS, TWO VOLUNTEER

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TEACHERS AND ONE ADMINISTRATOR TO COORDINATE ALL CAREER PLANNING ACTIVITIES.

2. CREATE A CAREER PLANNING CENTER WITHIN THE EXISTING COUNSELING CENTER SUFFICIENTLY STOCKED WITH OCCUPATIONAL AND EDUCATIONAL INFORMATION.

B. SPECIFIC:

1. SCHEDULE STUDENTS INTO THE PROGRAM AT THE BEGINNING OF THE YEAR BY QUESTIONNAIRE OR INDIVIDUAL COUNSELING.

2. HAVE THE ARMED SERVICES VOCATIONAL APTITUDE BATTERY ADMINISTERED TO STUDENTS IN THE FALL.

   A. THE TEST RESULTS WILL ASSIST COUNSELORS IN THEIR VOCATIONAL GUIDANCE OF STUDENTS.

3. DIVIDE THE SCHOOL YEAR INTO FIFTEEN TWO-WEEK SEGMENTS WITH EACH SEGMENT CONCENTRATING ON ONE OF THE OCCUPATIONAL CLUSTERS.

   A. BASIC ACTIVITIES FOR THESE TWO-WEEK PERIODS:

      (1) DEVELOPMENT OF A BULLETIN BOARD IN A HIGH TRAFFIC AREA TO ILLUSTRATE OPPORTUNITIES IN THE EMPHASIZED CLUSTER.

      (2) BRING IN SPEAKERS FROM OUTSIDE THE SCHOOL KNOWLEDGEABLE IN CAREERS WITHIN THE CLUSTER.

      (3) USE SCHOOL RESOURCE PEOPLE WHOSE FIELDS OF TEACHING OR WORK EXPERIENCES WOULD BE OF VALUE TO STUDENTS.

      (4) MAKE A SPECIAL EFFORT TO INDIVIDUALLY COUNSEL STUDENTS ABOUT THEIR CAREER PLANS DURING THE TIME THEIR CLUSTER IS EMPHASIZED.

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4. END THE YEAR WITH A WEEK SET ASIDE FOR FIELD TRIPS.
   A. HAVE STUDENTS SIGN UP AND PAY A SMALL FEE (50¢) TO HELP PAY FOR BUSES AND OTHER INCURRED EXPENSES.
   B. PLAN TRIPS AROUND INDICATED CLUSTER OR SPECIFIC CAREER INTERESTS ON THE STUDENT POST-TEST.

IV. EVALUATION

A. PRE-TEST AND POST-TEST STUDENTS TO DETERMINE THE PROGRAM'S EFFECTIVENESS IN:
   1. GIVING STUDENTS MORE KNOWLEDGE ABOUT CAREERS IN THEIR AREA OF INTEREST.
   2. DEVELOPING NEW INTERESTS IN CAREERS NOT PREVIOUSLY CONSIDERED.
   3. CHANGING ATTITUDES ABOUT THE PURPOSES OF EDUCATION AS PREPARATION FOR THE WORLD OF WORK.

B. YEAR-END QUESTIONNAIRE TO TEACHERS:
   1. TO DETERMINE OPINIONS OF THE PROGRAM.
   2. TO DETERMINE SUGGESTIONS FOR FUTURE YEARS.
   3. TO DETERMINE ATTITUDES ABOUT CAREER PLANNING IN AND OUT OF THE CLASSROOM.

C. INTER-COMMITTEE EVALUATION:
   1. TO DETERMINE SUCCESSES AND FAILURES.
   2. TO DETERMINE SUGGESTIONS FOR THE COMING YEAR.

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PRE-TEST (SAMPLE)

NAME _____

1. LIST THE THREE JOBS WHICH YOU FEEL AT THIS TIME WOULD BE MOST INTERESTING TO YOU. LIST THEM IN ORDER OF YOUR PREFERENCE.

   A.
   B.
   C.

   (1) HOW MUCH EDUCATION WILL YOU NEED FOR JOB A?

   A.

   (2) WHAT DO YOU THINK YOUR SALARY WILL BE PER YEAR IN JOB A?

   A.

   (3) WILL YOU NEED ANY SPECIAL SKILLS AND TRAINING FOR JOB A?

   A. YES - NO EXPLAIN:

II. LIST JOBS THAT YOU HAVE HELD THAT YOU LIKED BEST.

   A.
   B.
   C.

III. LIST HOBBIES AND LEISURE ACTIVITIES.

   A.
   B.
   C.

IV. SOME JOBS NOT PREVIOUSLY LISTED I WOULD LIKE TO KNOW MORE ABOUT.

   A.
   B.

V. HAS YOUR EDUCATION SO FAR HELPED YOU PREPARE FOR A JOB?

   A. YES - NO EXPLAIN:

VI. MY STUDY HALL HOURS ARE:

   A.
   B.
   C.

SIGNED _____

POST-TEST (SAMPLE)

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NAME _____

I. LIST THE THREE JOBS WHICH YOU FEEL AT THIS TIME WOULD BE MOST INTERESTING TO YOU. LIST THEM IN ORDER OF YOUR PREFERENCE.

A.
B.
C.

(1) HOW MUCH EDUCATION WILL YOU NEED FOR JOB A?

A.

(2) WHAT DO YOU THINK YOUR SALARY WILL BE PER YEAR IN JOB A?

A.

(3) WILL YOU NEED ANY SPECIAL SKILLS AND TRAINING FOR JOB A?

A. YES - NO EXPLAIN:

II. HAS YOUR EDUCATION SO FAR HELPED YOU PREPARE FOR A JOB?

A. YES - NO EXPLAIN:

III. ARE YOU INTERESTED IN TAKING A FIELD TRIP RELATED TO YOUR JOB PREFERENCE? A 50¢ FEE WOULD BE REQUIRED FOR TRANSPORTATION.

A. YES - NO EXPLAIN:

SIGNED _____

TEACHER EVALUATION (SAMPLE)

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NAME _____

I. WERE YOU AWARE THAT A CAREER PLANNING PROGRAM WAS IN EFFECT THIS YEAR?

YES - NO

II. IF YOUR ANSWER TO NUMBER I WAS YES, BRIEFLY STATE YOUR FEELINGS AND OPINIONS CONCERNING THIS PROGRAM.

A.

III. WHAT SUGGESTIONS DO YOU HAVE FOR FUTURE EFFORTS IN THIS AREA?

IV. WHAT GENERAL COMMENTS DO YOU HAVE ABOUT CAREER EDUCATION?

SIGNED _____

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